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## ABSTRACT

Behavioral objectives of the Zip Pak are to have the migrant child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on the posttest. The workbook for girls consists of an interest survey to help in creating stories related to the child's personal life, a test to indicate in a graphic way the child's feelings concerning special school subjects, and six questions dealing with praising self-praising others and blaming self-blaming others. Two stories developed by two third grade girls about their personal experiences are included. 'mong the activities are reading comprehension questions, drawing activities, and vocabulary development activities. (NQ)

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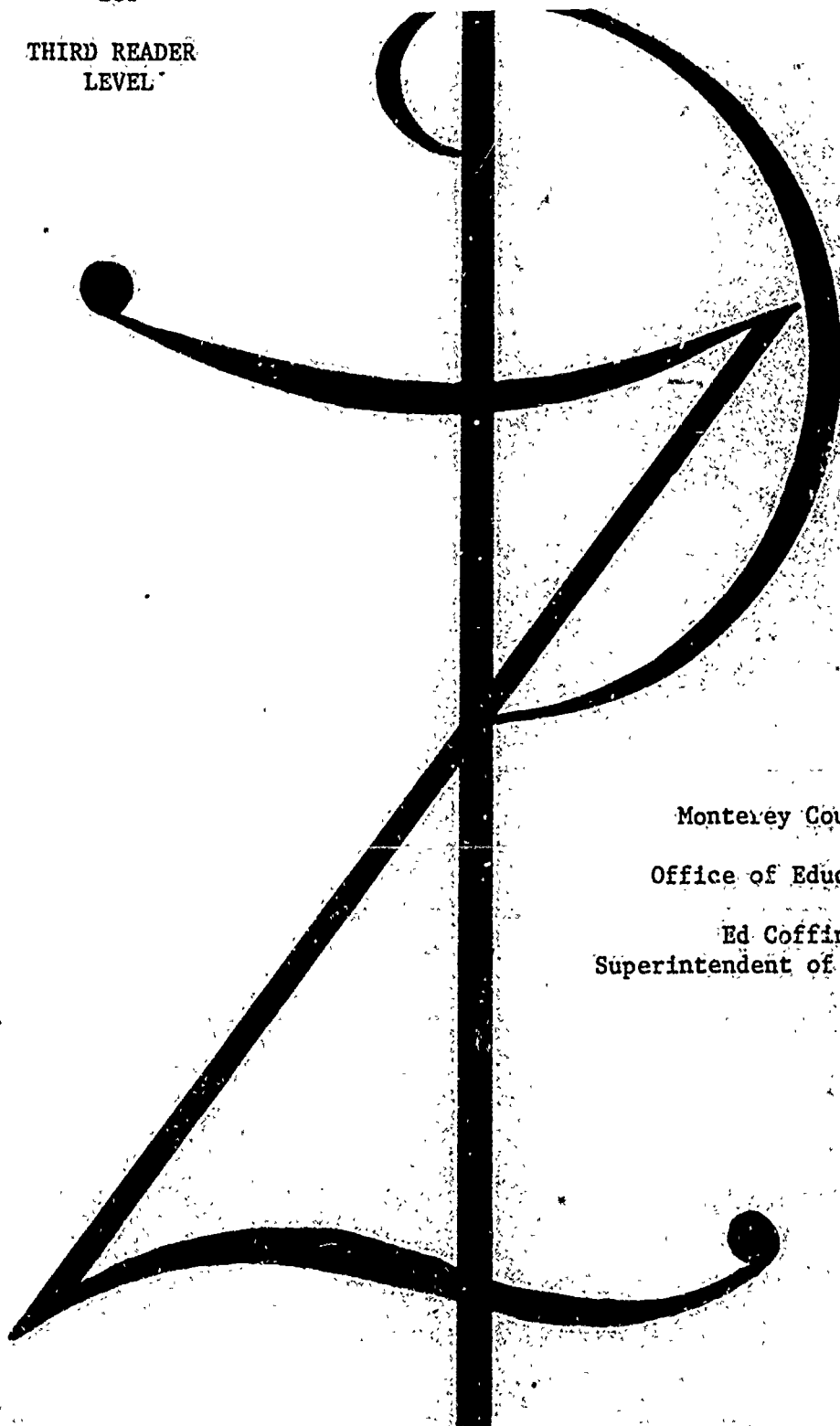
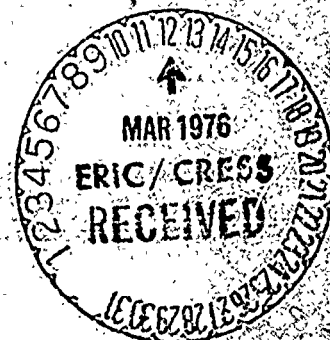
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ZIP PAK  
(GIRLS)

for  
THIRD READER  
LEVEL



Monterey County  
Office of Education  
Ed Coffin  
Superintendent of Schools

RC009058

ZIP PAK  
MATERIALS

Prepared  
by  
the members of  
The Zip Pak Workshop

Dr. Norval C. Scott  
(Program Associate, Project EDINN)

Co-Sponsored  
by the  
Monterey County Office of Education  
Ed Coffin, Superintendent of Schools  
and

by Project EDINN (EDucational INNovation)  
(the Supplementary Educational Center, serving  
Monterey, San Benito, Santa Cruz Counties, California)

Beatrice Ann Ward, Acting Executive Director

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1968

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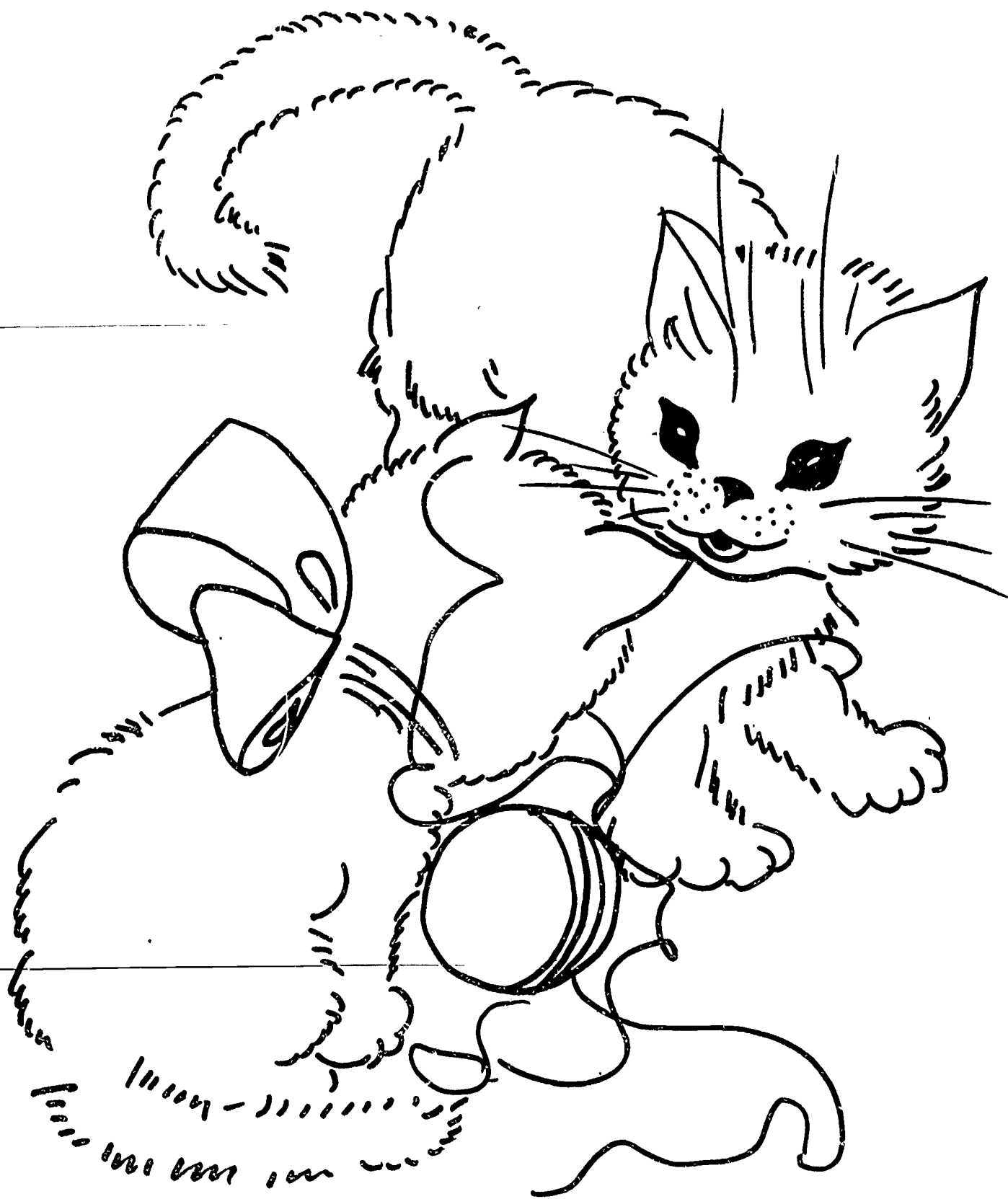
## FOREWORD

The curriculum material that follows has been created by sixteen participants of a summer 1968 workshop, which had as its aim the production of a reading booklet to be used especially by migrant children. This booklet, called the Zip Pak, was to have these characteristics: (1) take about two weeks of class time; (2) appeal to the migrant child with his special set of needs; (3) be as interesting and creative as possible; and (4) have a built-in pre- and post-testing program for evaluation purposes. We leave it to the judgment of the teachers and pupils who use these Zip Paks whether or not the above criteria were met.

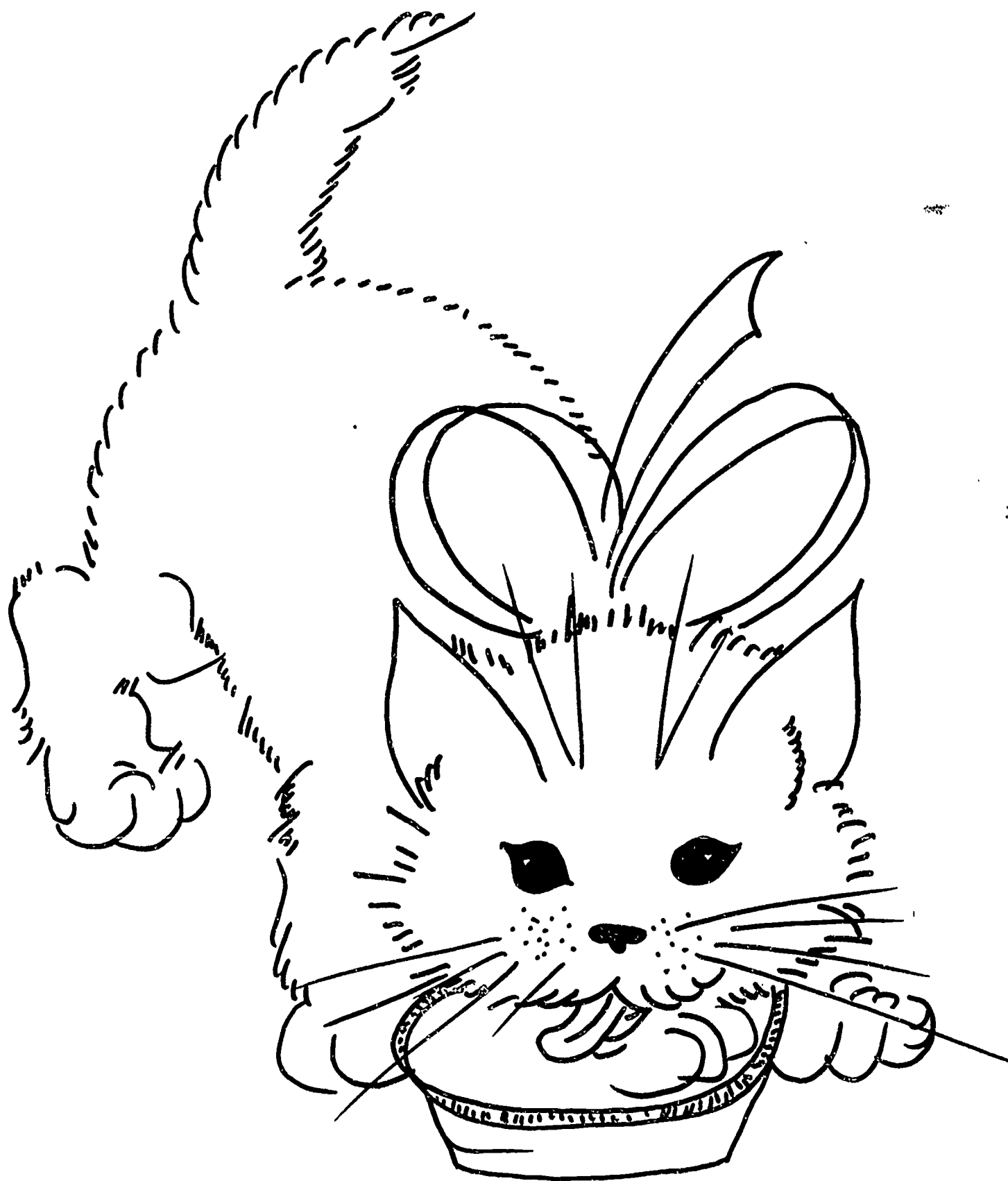
Several sets of Zip Paks were produced, ranging from the reading readiness level through the third level, and each Zip Pak has an accompanying Teacher's Manual to assist in its use.

These Zip Pak materials have been produced with the help of migrant children who attended a summer school program to which the teachers were attached. The four week duration of the workshop allowed time only for the grossest testing of new ideas, and the materials in the Zip Pak booklets are not the accomplished work to be expected from a major curriculum development project. The Zip Paks, at this stage, merely represent a first exploratory effort and are being presented with this question in mind: "To what extent are these ideas useful in pointing out a direction of movement for a future project?" The users of this booklet can help provide some answers to this question.

Norval C. Scott  
Program Associate  
Project EDINN



All tangled-up



Lap - Lap - Lop - Lap

## PRE-TEST

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

1. How do you like to spend your free time? \_\_\_\_\_

\_\_\_\_\_

2. Would you rather read mysteries, sports stories, fiction about boys and girls, or what? \_\_\_\_\_

\_\_\_\_\_

3. What do you like about moving from town to town? \_\_\_\_\_

\_\_\_\_\_

4. What do you dislike about moving from town to town? \_\_\_\_\_

\_\_\_\_\_

5. What would you want to do if you had enough money to do anything you wanted to do? \_\_\_\_\_

\_\_\_\_\_

6. Who would you like to be if you could be anyone else in your family? \_\_\_\_\_

\_\_\_\_\_

7. Who would you like to be if you could be anyone in the world? \_\_\_\_\_

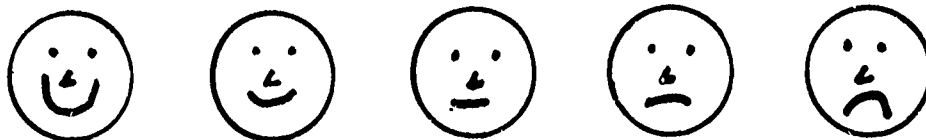
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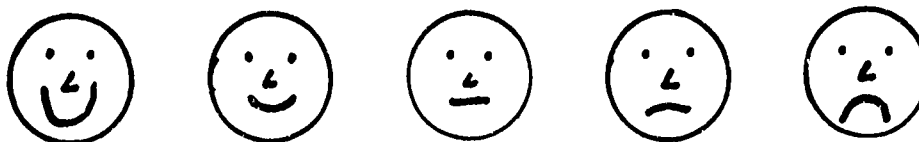


8. How do you feel in these subjects? Mark the way you feel.

Science



Arithmetic



Art



Music



Social Studies



Reading



Physical Education



Health



9. When you remember something you heard in class, is it usually  
\_\_\_\_\_ a. because you tried hard to remember, or  
\_\_\_\_\_ b. because the teacher explained it well?
10. If your parents tell you that you are bright or clever, is it  
more likely  
\_\_\_\_\_ a. because they are feeling good, or  
\_\_\_\_\_ b. because of something you did?
11. When you read a story and remember most of it, is it usually  
\_\_\_\_\_ a. because you were interested in the story, or  
\_\_\_\_\_ b. because the story was well-written?
12. When you have difficulty with a story at school, is it usually  
\_\_\_\_\_ a. because you did not know the words, or  
\_\_\_\_\_ b. because they were too hard?
13. If you solve a puzzle quickly, is it  
\_\_\_\_\_ a. because it wasn't a very hard puzzle, or  
\_\_\_\_\_ b. because you worked on it carefully?
14. When you read a story and can't remember much of it, is it usually  
\_\_\_\_\_ a. because the story wasn't well written or  
\_\_\_\_\_ b. because you weren't interested in the story?

## ROSA'S FUZZY SURPRISE

Rosa was sound asleep in her warm little bed. She stretched herself and thought that she didn't want to climb out of her warm little nest and get dressed for school. What was that funny, squeaky sound over in the corner? Something was in a box on the floor! But where did the box come from and how did it get there without her knowing about it? It wasn't there when she went to bed. What a strange sound - like a kitten meowing. Yes, it was a kitten meowing.

Rosa wasn't asleep any longer! She jumped out of bed in a flash! It was a kitten - no, two kittens! But where did they come from? They must be for her because they were in her bedroom! Oh, happy days!

There were two tiny, fluffy kittens - one yellow and one sort of brown or gray. She stooped to pick one of them up; what a cute little thing! She played with it for a while, then she went out into the kitchen to ask one of her big sisters where the kittens had come from.

"Remember the baby kittens that Linda's mother cat had?" Bertha answered her.

"They were such tiny little things when I saw them," Rosa said.

"I know they were, but that was a month ago. They have their eyes open now and they can drink milk out of a saucer and eat ground meat. So they are ready to leave their mother and go to new homes. I thought that you might like two fuzzy little pets. Would you like to keep them for your very own?" Blanca, her other sister, said.

"Oh, goody, could I keep them for my very own? I'd be so happy and I'd take very good care of them. I'd feed them every morning and evening and I'd give them milk and I'd keep their box clean. Can I keep them,

please?"

"That's why I brought them home to surprise you! Yes, they are your very own little pets to keep and care for."

Rosa ran back into her bedroom and picked them both up. She had never been so happy. What could she name them? They were so fluffy and cute and they felt so soft and fluffy. She decided to call the yellow one Fluffy and the brown and gray one Skippy.

After Rosa came home from school that day, she played with her new little kittens. Rosa pulled a ball of string along the floor and they jumped on it and chewed on it until they got all tangled up in it. Rosa liked to watch them play with the ball of string until they got too tired to play any more. Rosa picked them up carefully and put them in the new box that she had fixed for them with a very soft pillow. She wanted them to be warm and happy. They might cry for their mother if they were cold and hungry. While they were asleep, she went to the store and bought them some hamburger and some milk. She also got them some canned cat food.

The kittens woke up from their nap, climbed out of their box, and went over to their dish. They started meowing and looking around for their food. Rosa gave them some of the food that she had just bought at the store. They started to eat it as fast as they could. They were so happy that you could hear them purr. Purr - purr - while their little pink tongues lapped up the milk. Lap - lap - lap - lap, until all the milk was gone. Meow - meow - meow, we want some more. Rosa gave them some more milk and they lapped until their little 'tummies' were so full that they could hardly walk.

Back to bed, you little 'butter-balls.' You'll get too fat to play with your ball any more," Rosa scolded them.

Every day Rosa fed her little kittens all that they could eat. They grew fatter and fatter and they slept more and more until they got so lazy that they weren't even any fun any more. Just two fat cats! They were more fun when they were little.

How do you keep baby pets tiny?

# I LOVE LITTLE PUSSY

I love little Pussy,  
 Her coat is so warm,  
 And if I don't hurt her,  
 She'll do me no harm;  
 So I'll not pull her tail,  
 Nor drive her away,  
 But Pussy and I  
 Very gently will play.

Jane Taylor, page 88\*

"Pussy-cat, pussy-cat,  
 Where have you been?"  
 "I've been to London  
 To visit the Queen."  
 "Pussy-cat, pussy-cat,  
 What did you there?"  
 "I frightened a little mouse  
 Under the chair."

Mother Goose, page 89\*

# THE CAT'S TEA PARTY

Five little pussy-cats, invited out to tea,  
 Cried: "Mother, let us go - Oh do! for good we'll surely be,  
 We'll wear our bibs and hold our things as you have shown us how -  
 Spoons in right paws, cups in left - and make a pretty bow;  
 We'll always say 'Yes, if you please,' and 'Only half of that.'"  
 "Then go, my darling children," said the happy Mother Cat.

The five little pussy-cats went out that night to tea.  
 Their heads were smooth and glossy, their tails were swinging free;  
 They held their things as they had learned, and tried to be polite;-  
 With snowy bibs beneath their chins they were a pretty sight.  
 But, alas, for manner beautiful, and coats as soft as silk!  
 The moment that the little kits were asked to take some milk,  
 They dropped their spoons, forgot to bow, and - oh, what do you think?  
 They put their noses in the cups and all began to drink!  
 Yes, every naughty little kit set up a mew for more,  
 Then knocked their tea-cups over, and scampered through the door.

Frederick E. Weatherly, page 259\*

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\* Time for Poetry, compiled by May Hill Arbuthnot, published by Scott, Foresman & Co., Chicago, Illinois. 1959 Edition.

Choose some words that tell how Rosa felt in the story:

surprised	silly	anxious	nervous
thrilled	interested	excited	eager
angry	afraid	stupid	frisky
happy	friendly	curious	wonderful
loving	jealous	thankful	hopeful
pleased	timid	uncertain	wanting to be liked
proud	uncertain	startled	disappointed
sorry	sad	teasing	wiggly
unhappy	solemn	serious	merry
astonished	lazy	lively	stubborn
sleepy	stupid	lucky	lively
quiet	disgusted	horrified	hungry
shaky	weary	satisfied	beaten
protective	unlucky	loved	grateful

Choose 4 words that describe how Rosa felt in the story:

What happened to make her feel that way?

Find all the words in the story that are compound words:

List as many other compound words as you can think of:

Describing words.

Describing words make our reading much more interesting. They tell us more about our reading.

The cat caught a bird.

The yellow cat caught a blue bird.

The word yellow describes the cat.

The word blue describes the bird.

Yellow and blue are describing words.

\*\*\*\*\*

Underline the new describing words in each sentence:

The dog ran.

The dog ran after the ball.

The brown dog ran after the ball.

The brown and white dog ran after the ball.

The brown and white spotted dog ran after the ball.

The brown and white spotted little dog ran after the ball.

The brown and white spotted little dog ran down the hill after the ball.

The brown and white spotted little dog ran down the steep hill after the ball.

The brown and white spotted little dog ran down the steep green hill after the ball.

The brown and white spotted little dog ran down the steep green hill after the bouncing ball.

The brown and white spotted little dog ran down the steep green hill after the bouncing rubber ball.

The brown and white spotted little dog ran down the steep green hill after the bouncing rubber ball that his master had thrown for him.

\*\*\*\*\*



Make a list of all the describing words in the group of sentences on the preceding page.

Write as many words as you can that could describe a kitten like Rosa had in her story.

\*\*\*\*\*

Write a describing word in the blank space in each phrase:

a \_\_\_\_\_ sunset

two \_\_\_\_\_ puppies

the \_\_\_\_\_ car

very \_\_\_\_\_ teachers

those \_\_\_\_\_ children

\_\_\_\_\_ horses

a \_\_\_\_\_ house

some \_\_\_\_\_ trees

every \_\_\_\_\_ mother

the \_\_\_\_\_ house

a \_\_\_\_\_ cow and a \_\_\_\_\_ pony

The \_\_\_\_\_ cowboy got on his \_\_\_\_\_ horse and

\_\_\_\_\_ rode over the \_\_\_\_\_ hills to his \_\_\_\_\_

bunkhouse. He took off his \_\_\_\_\_ and \_\_\_\_\_

climbed into \_\_\_\_\_.

Look in the dictionary for five interesting describing words that you think are fun and that are new to you. Write down each word with its pronunciation and its meaning. Write a sentence using this new word.

Context clues help determine new words:

Draw pictures in the blank spaces to make your very own story.

Once upon a time a little \_\_\_\_\_ got out of \_\_\_\_\_ and put on her \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_. She went down the \_\_\_\_\_ and said "good morning" to her \_\_\_\_\_; sat down at the \_\_\_\_\_ on her \_\_\_\_\_. She ate all of her \_\_\_\_\_ and \_\_\_\_\_; gave her \_\_\_\_\_ a pat on the head; and dashed out the \_\_\_\_\_; jumped on her \_\_\_\_\_ and rode to \_\_\_\_\_. When she got there, she had a very good time playing with her \_\_\_\_\_ and \_\_\_\_\_.

## Vocabulary:

stretch	because	rang	itch	bought
stretched	cause	sang	pitch	brought
stretching	saucer	hang	stitch	thought
		tang	kitchen	ought
		tangled		fought
		angled		sought

old	itch	bit	peak	new
cold	witch	lit	speak	threw
scold	kitchen	sit	squeak	knew
scolded		mitten	squeaky	blew
scolding		kitten		chew
				chewed

men  
member  
membership  
remember  
remembered  
remembering

## Sight words:

tongue  
tongues

## Contractions:

wasn't  
that's  
didn't  
I'd  
you'll  
weren't

## A NEW SCHOOL - AN OLD FRIEND

Esther had gotten up very early this morning. She ate her breakfast in a hurry, made her bed and hung up her clothes in the closet. Then she made her daddy's lunch because he always gave her an allowance for fixing his favorites - tacos and beans with chili and hot coffee in his thermos. Just for a surprise, she would tuck in an orange and maybe some candy.

After she had done all the things that she had to do before she went to school, she put on her prettiest dress and her new hair ribbon and dashed out the door.

"Oh, I forgot my new green bathing suit and my bath towel, so I can go swimming," she said out loud to herself. She ran into the house, grabbed her suit and towel and away she went to meet her friends. She was to meet them at the corner so they could wait for the bus together.

You see, today was the first day of a new kind of school. Esther wondered if she would know any of the other children at school. She really hoped that she would know at least one little girl.

"Here it comes!" shouted all the children as the big yellow bus came into sight.

Everyone climbed into the big high bus and sat in the seats next to the windows. This was fun! She felt so important! If only her daddy could see her now! He would be so proud of her.

"I must remember to say 'please' and 'thank you' today," she told herself. She wanted everyone to like her today and if she was polite everyone would like her better.

Finally, the bus stopped at the new school and Esther waited until all the other children got out. Then she climbed down the big steps with her

bathing suit and her brown towel. She looked around until she found her room with the right number on it. Her new teacher smiled at her and said that she was glad to have Esther in her room. Esther remembered to say "thank you."

She waited for all the other children to come into the room. No, she didn't know anyone at all. But everyone was very nice and friendly. But still she was a little bit disappointed.

"Well, I'll just wait until recess," Esther quietly said.

Out on the playground she started to look into every little face to see if she knew anyone. No, there just wasn't any one that she knew.

"Oh, well, I'll just play with everyone and have a good time anyway."

So Esther walked over to watch some girls that were jumping rope. They asked her if she would like a turn, too. Esther was very good at jumping rope. She sang the little song as she jumped:

I love coffee,  
I love tea,  
I'd love \_\_\_\_\_  
To come in with me.

The next girl "in" said to her, "Aren't you Esther?"

"Yes, but aren't you Rosa Olivo?" Esther said. "I didn't recognize you because you had long hair when I knew you in Phoenix. You had your hair cut!" They both started laughing. What a good joke!

"I had a friend here all the time and I didn't even know her!"

One of her friends from the other school was here! Now everything was perfect! You see, they had been close friends when they went to school together in Arizona. Now they could be close friends again.

## Comprehension Skills

Choose some words that tell how Esther felt in the story:

silly	anxious	nervous	afraid
interested	eager	angry	curious
happy	surprised	friendly	hopeful
loving	jealous	thankful	talkative
timid	uncertain	startled	wiggly
proud	disappointed	teasing	astonished
sorry	sad	merry	sleepy
solemn	serious	stubborn	disgusted
lazy	lively	quiet	shaky
stupid	lucky	hungry	beaten
horrified	hurried	protective	wanting to be liked
weary	satisfied	excited	

Choose 4 words that describe how Esther felt in the story:

What happened that made her feel that way?

Find all the words in the story that are compound words:

List as many other compound words as you can think of:

Context clues help determine new words:

Draw pictures in the blank spaces to make your very own story.

Once upon a time a little \_\_\_\_\_ got out of \_\_\_\_\_  
and put on his/her \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_.  
He/she went down the \_\_\_\_\_ and said "good morning" to his/her  
\_\_\_\_\_; sat down at the \_\_\_\_\_ on his/her \_\_\_\_\_.  
He/she ate all of her \_\_\_\_\_ and \_\_\_\_\_; gave his/her  
\_\_\_\_\_ a pat on the head; and dashed out the \_\_\_\_\_;  
jumped on his/her \_\_\_\_\_ and rode to \_\_\_\_\_. When he/she  
got there, he/she had a very good time playing with his/her \_\_\_\_\_  
and \_\_\_\_\_.

Draw a picture of how he/she felt.

## Vocabulary

port  
import  
important  
importantly  
importance

point  
appoint  
appointed  
appointment  
disappoint  
disappointed  
disappointment

won  
wonder  
wondered  
wondering  
wonderful

person  
perhaps  
perform  
perfect  
perfectly  
perfume

care  
stare  
snare  
blare  
square

men  
member  
remember  
remembered  
remembering

sung  
stung  
hung  
lung  
sprung  
jungle-gym

side  
slide  
stride  
cider  
decide

how  
now  
allow  
allowance

quit  
quite  
quiet  
quietly

## Sight words:

recess  
recognize  
Phoenix  
Arizona

## Attack words:

flavor  
favor  
favorites

her  
term  
thermos

pretty  
prettier  
prettiest

pin  
win  
window









































fine  
final  
finally



## POST-TEST

Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_

1. How do you feel in these subjects? Mark the way you feel.

Science					
Arithmetic					
Art					
Music					
Social Studies					
Reading					
Physical Education					
Health					

2. When you remember something you heard in class, is it usually  
\_\_\_\_\_ a. because you tried hard to remember, or  
\_\_\_\_\_ b. because the teacher explained it well?
3. If your parents tell you that you are bright or clever, is it  
more likely  
\_\_\_\_\_ a. because they are feeling good, or  
\_\_\_\_\_ b. because of something you did?
4. When you read a story and remember most of it, is it usually  
\_\_\_\_\_ a. because you were interested in the story, or  
\_\_\_\_\_ b. because the story was well-written?
5. When you have difficulty with a story at school, is it usually  
\_\_\_\_\_ a. because you did not know the words, or  
\_\_\_\_\_ b. because they were too hard?
6. If you solve a puzzle quickly, is it  
\_\_\_\_\_ a. because it wasn't a very hard puzzle, or  
\_\_\_\_\_ b. because you worked on it carefully?
7. When you read a story and can't remember much of it, is it usually  
\_\_\_\_\_ a. because the story wasn't well written or  
\_\_\_\_\_ b. because you weren't interested in the story?